DOCUMENT RESUME

ED 210 726 CS 503 678

AUTHOR Fryar, Maridell
TITLE Rhetorical Criticism in the High School Speech Curriculum.
PUB DATE Nov 81
NOTE 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Course Objectives; High Schools; *Rhetoric; *Rhetorical Criticism; *Speech Communication; Speech Curriculum; *Speech Instruction; *Speech Skills
IDENTIFIERS *Speech Communication Association

ABSTRACT

The area of rhetorical criticism has rarely been perceived as having a valid or useful role in the high school speech curriculum. However, a rationale for the inclusion of rhetorical criticism in high school speech instruction may be found in the accepted goals of speech instruction, because the failure to teach students the skills of rhetorical criticism and a failure to give them the opportunity to exercise those skills will result in a lack of fully developed speech competencies. The current emphasis on courses in media and interpersonal communication may have given rise to the notion that the formal study of "rhetoric" was no longer relevant to modern students. However, the four minimal competencies in speaking and listening put forth by the Speech Communication Association are best met through the use of rhetorical criticism activities, in which students are asked to identify certain qualities or characteristics of a communication act, to establish and exercise criteria for a particular judgment, and to reach a reasoned judgment on the effectiveness of the communication. Learning theories indicate that the use of models is essential to sound instruction, and research from the discipline of speech indicates that the analytical skills of rhetorical criticism are essential to the achievement of communication competencies. (An instructional lesson plan and the objectives of the Speech Communication Association are appended.) (HTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED210726

RHETORICAL CRITICISM IN THE HIGH SCHOOL SPEECH CURRICULUM

by

Maridell Fryar

Midland Independent School District

Speech Communication Association

1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Maridell Fryar

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS503678

RHETORICAL CRITICISM IN THE HIGH SCHOOL SPEECH CURRICULUM

> In a world dominated by voice on telephone, radio, and television, and in meetings and conferences which, as much as machines themselves, form the fabric of technological life, the written and spoken word play back and forth against one another in a dazzling variety of ways. . .
>
> Walter Ong, S.J., "Literature, Threat and Conquest," College English, XXVII: 8 (May 1966), pp. 620-623.

The area of rhetorical criticism is one which has, in most of our perceptions, been reserved for upper level speech and English courses at the college level. It has rarely been perceived as having a valid, or indeed useful, role in the high school speech curriculum. If found at all in most high school courses, it has been restricted to advanced public speaking courses, which tend to be rare in the modern high school. In fact, following extensive research of high school textbooks and speech courses, Allen, Willmington, and Sprague identify common characteristics of public speaking instruction and conclude that ". . . students are neither able to talk intelligently about the nature of public discourse, nor to critically analyze the speeches which they hear."[1]

It is my position that rhetorical criticism has a vital role to play in the pedagogy of modern speech courses, and that the skills of rhetorical criticism should be taught in courses which emphasize not only public speaking but also those which deal with oral interpretation, interpersonal communication, forensics, and media.

Definitions

Craig R. Smith, in his text, Orientations to Speech Criticism, defines speech criticism as "the description, analysis, interpretation, and evaluation of persuasive discourse."[2] Carroll C. Arnold further expands that definition

when he describes the activities of the critic as the identification of the qualities of speaking, the revelation of criteria for judgment, and the offering of a reasoned judgement of the effectiveness of the speaking.[3] None of these are indicative of such esoteric skills that they would seem out of the reach of high school students. More importantly, in these definitions are contained the essence of the competencies which instruction in communication is designed to build.

Rationale

The inclusion of instruction in rhetorical criticism in high school speech courses is found through an examination of what is presently occuring in those courses and in an examination of the goals of objectives which have been identified for secondary speech communication instruction.

The six characteristics of public speaking instruction which were identified in the text, Speech Communication in the Secondary School:

"1. Public speaking instruction often is embedded in a survey course.

2. Public speaking instruction often takes on a 'how to' flavor.

3. Public speaking instruction often ignores or slights important areas of concern.

4. Public speaking instruction often ignores the study of real speeches.

5. Public speaking instruction often ignores the value of carefully graduated exercises.

6. Advanced courses in public speaking are offered in few secondary schools."[4]

Although this list of characteristics focuses on public speaking instruction, it is safe to assume that the first characteristic, the preponderance of high school instruction in a survey format, would indicate that rhetorical criticism is not being addressed in any other focus.

Karl Wallace, writing in 1953, concluded that "rhetoric asks the appropriate questions . . . The scope of modern rhetoric . . . embraces whatever is essential to explain, to comprehend, and to criticize a product of oral communication."[5] Yet, "among the important concepts of invention that are often ignored are those relating to analysis. The student is told to engage in careful analysis without ever being taught how. The means of amplification and proof are also given little consideration. . ."[6]

Not only can we find a rationale for the inclusion of rhetorical criticism in high school speech instruction by determining that it is largely absent; we can also find that rationale by careful examination of the accepted goals of speech instruction. In their comprehensive work entitled, Developing Communication Competence in Children, Ron Allen and Kenneth Brown discuss the aspects of communication competence at length. They indicate:

> Communication competence . . . involves an awareness of the transactions that occur between people. . . . Competence is characterized by four principal features: (1) the exercise of competence depends upon an available repertoire of experiences; (2) it requires that the individual make critical choices from that repertoire; (3) it is revealed when suitable behaviors are brought to bear in performing desired tasks; and (4) it is sustained when individuals are able to evaluate their performance behaviors objectively- thereby enriching their repertoires of experiences.[7]

In the light of this observation, a failure to teach students the skills of rhetorical cricitism and a failure to give them the opportunity to exercise those skills will result in a lack of fully developed speech competencies. Allen and Brown warn, "A final important function of communication instruction is to provide opportunities for children to sharpen their critical awareness of self and others in moments of communication interaction."[8]

The minimal competencies in speaking and listening which resulted from an extensive SCA study identified one of the four competency areas needed by all high school graduates as Oral Message Evaluation (see attachment). Each of the four objectives suggested in that section are best met through

the use of rhetorical criticism activities in which students are asked to identify certain qualities and/or characteristics of a communication act, to establish and exercise criteria for a particular judgment, and to reach a reasoned judgement on the effectiveness of the communication. If we subscribe to the objectives which our own discipline has codified, we cannot escape the necessity for instruction in rhetorical criticism. To fail to provide such instruction is to test (through oral performance or peer criticism) without teaching - a violation of a basic pedagogical precept.

Reservations

James Kinneavy, in reviewing the history of the teaching of rhetoric, has noted that a focus on the aims or uses of discourse has characterized instruction in communication throughout recorded history.[9] Why, then, is there an apparent lack of such a focus in modern instruction? A part of the answer can probably be found in the lack of enthusiasm which was generated in the recent past for courses of speech instruction which focused on public speaking performance. The emphasis on courses in media and interpersonal communication may have given us the notion that the formal study of "rhetoric" was no longer relevant to modern students.

However, when we examine the definition of rhetorical criticism, when we determine that it is the study and analysis of the elements and the effectiveness of human communication interaction, then that relevance in any study of communication is apparent.

Further, when we accept the concept that training in communication is meant to train intelligent and sensistive receivers of messages as well as skillful and effective senders, the ability of students to identify and evaluate "the available arguments about the subject itself, the interests and peculiarities of the audience, and the voice, the implied character of

the speaker. . "[10] become paramount aims of speech instruction.

Newcombe and Robinson further indicate in their text, Teaching Speech Communication, the modernization of rhetorical criticism when they point out "these classical canons focused attention upon the speaker's verbal message almost exclusively in memory, invention, organization, and to a great degree in style. . . Content should include any message that an audience receives from a speaker. Delivery, if this refers to nonverbal and vocal messages, is content also!"[11] Thus, recent emphasis on nonverbal communication also needs instructional attention to rhetorical criticism. These authors caution that printed speeches should not be the exclusive method by which students are taught critical skills; that observation of live speaking situations, filmed communication, and recorded speeches should all be considered in building student skills.

Applications

Where, then, in the modern high school speech curriculum does rhetorical criticism fit? Everywhere! Douglas Ehninger describes this broad concept of the place of rhetorical criticism in modern speech instruction thus:

> . . . beyond its traditional role of framing and presenting messages aimed at informing or persuading, rhetoric as presently viewed also includes within its scope messages designed to alienate and identify, as well as those which have as their ends socialization, self-discovery the maintenance of a group, or the promotion of a movement. Nor in this broadened view is it important what forms these messages take or what channels of communication they employ. In addition to speeches and essays, interpersonal and group communications of every kind, together with poems, novels, films, and plays - insofar as they induce to attitude or action - are accepted as falling within the scope of rhetoric. Also regarded as appropriate subject matter for rhetoricians to study and evaluate are such nondiscursive phenomena as art, architecture, music, dance, parades, mass gatherings, sit-ins, and public demonstrations of all sorts, as well as hair, dress, and bearing on the part of the individual.[12]

Dr. Ehninger may have broadened your speech curriculum beyond what you would desire, but the point he makes is that the use of models and real communication situations is relevant to the training of students in understanding and analyzing communication in a vast arena of situations. Allen, et. al. further suggest that "the individual teacher can encourage students to study the speaking and speeches of representatives of different cultural and ethnic minorities"[13] in order to create a responsiveness to a diverse and multiethinic society. Arnold points out that "students of literature . . . and students of human speech . . . all will need identical bodies of knowledge and, probably, similar methods of criticism and pedagogy."[14] Allen, et. al. suggest that "the study of real speeches . . . enables the student to test the principles given in the textbook."[15] They suggest the study of genre as diverse as TV commercials, the late night TV sermonette, school pep rally speeches, and the half-time exhortations of high school football coaches. Finally, teachers of forensics can sharpen a vast variety of skills through the use of mediated forms of debate, extemporaneous speeches, oratory, and other competitive speech events.

A sample of various applications of the use of rhetorical criticism in the form of student assignments for use in different speech curriculum situations have been appended to this discussion. It should be noted that few of them demand that students actually use the terminology of the Greeks and Romans. Rather, they represent a modern application of critical analysis to variously mediated forms of human communication. According to the learning theories advanced by Madeline Hunter, Erlene Minton and other modern pedagogical researchers, the use of models is essential to sound instruction. (See appended Lesson Plan Format) Our best research from our own discipline indicates that the analytical skills of rhetorical criticism are essential to the achievement of communication competencies.

Karl Wallace suggests that the student be taught to ask the relevant questions about any communication:

> . . . What are the sources, materials, and lines of inquiry which led this speaker to address this audience at this time on this subject? What led him to select this information, this argument, this mode of persuasion, this means of explanation, this line of development rather than some other? What determined his manner of presentation - the order, arrangement, and progression of his ideas? Why did he select these words and manage them in this way? How did he sound, how did he act, and why? What effect did he leave on his hearers?[16]

The successful transfer of the ability of the student to apply that critical analysis to his/her own speaking acts and thus to develop needed communication skills has been demonstrated repeatedly. All that remains is that we, as teachers of speech communication, develop our own skills to lead students to the excitement of scholarly investigation, to a creation of their own theories of communication through a search for the explanations of rhetorical events which they examine and evaluate.

NOTES

[1]R. R. Allen, S. Clay Willmington, Jo Sprague, Speech Communication in the Secondary School, Second Edition (Boston: Allyn and Bacon, Inc., 1976), p. 30.

[2]Craig R. Smith, Orientations to Speech Criticism (Chicago: S.R.A., 1976), p. 1

[3]Carroll C. Arnold, Criticism of Oral Rhetoric (Columbus, Ohio: Merrill, 1974), p. 12.

[4]Allen, et. al., p. p. 29-33.

[5]Karl R. Wallace, "The Field of Speech, 1953: An Overview," Quarterly Journal of Speech, April 1954, p. 119.

[6]Allen, et. al., p. 31.

[7]R. R. Allen and Kenneth L. Brown (eds.), Developing Communication Compentence in Children (Skokie, Illinois: National Textbook Company, 1977),p. 248.

[8]Allen and Brown, , p. 249.

[9]Allen and Brown, p. 251.

[10]Wayne C. Booth, "The Rhetorical Stance," Toward a New Rhetoric, Papers from the 1963 Conference on College Composition and Communication (Champaign, Illinois: NCTE, 1963), p. 3.

[11]P. Judson Newcombe and Karl F. Robinson, Teaching Speech Communication (New York: David McKay Company, Inc., 1975), p. 254.

[12]Douglas Ehninger, Contemporary Rhetoric: A Reader's Coursebook (Glenview, Illinois: Scott, Foresman and Co., 1972), p. 3.

[13]Allen, et. al., 38.

[14]Carroll C. Arnold, "Some Preliminaries to English-Speech Collaboration in the Study of Rhetoric," Rhetoric: Theories for Application, Robert M. Gorrell, (ed.), (Champaign, Illinois: NCTE, 1967), p. 31.

[15]Allen, et. al., p. 32.

[16]Wallace, p. 119.

INSTRUCTIONAL LESSON PLAN FORMAT

1. STANDARDS:

   Teacher Expectations

2. ANTICPATORY SET:

   Learning
   Purpose
   Transfer
   Motivation

3. PRETEST: (optional)

4. TEACH:

   Input- "left hemisphere"via language symbols
   Model- "right hemisphere" via concrete examples
   Check for Understanding

5. ACTIVITY: GUIDED PRACTICE

   Related to Teaching
   Overt Behavior

6. POST TEST: (optional)

7. CLOSURE:

   Statement of the learning from students
   Knowledge of results for teacher

8. FOLLOW-UP/HOMEWORK: INDEPENDENT PRACTICE

   Explain and/or practice follow-up
   Related to lesson
   Reinforcement of learning

Courtesy: Dr. Erlene Minton, Orange County School District
Educational Consulting Associates

Based on: Learning Theories
Dr. Madeline Hunter, UCLA

Sample Student Assignments:

From: Robert T. Oliver, Harold P. Zelko, and Paul D. Holtzman, Communicative Speaking and Listening. New York: Holt, Rinehart and Wins on, Inc.. 1968.

1. Listen to a speech on your campus, or on the radio or television, and evaluate the development of it in the light of principles in this chapter. Determine as many different processes, methods, and forms of support as you can. Take one of the main ideas and show hoe it could have been better developed and supported.

2. Select a well-known speaker whom you have heard in person or on television and present to your class a brief report in which you analyze his methods of inviting interest. Evaluate his speech on the basis of factors presetned in this chapter.

3. Select a well-known public speaker whom you have heard in person or on radio or television, and present to the class a brief speech in which you evaluate and characterize in some detail his qualities of delivery.

4. Listen to a televised speech that is designed to persuade the American public or some segment of it. Determine the speaker's purpose, his method of persuasion, his common premise, the listener processes of reasoning and appeal that were planned for, the effect of the speech upon you, and the effect of the speech on its intended audience.

Sample Student Assignments used by the author:

1. Do a self-analysis of yourself as a receiver in an audience situation (church, speech class, club meeting, televised political speech, etc.) and answer the following questions as honestly as you can:

   a. How does the "image" of the speaker affect me?
   b. What kinds of arguments, reasoning, materials do I respond to best; which do I respond to least?
   c. How does the speaker's delivery affect me? What characteristics do I like best; which least?
   d. What effect does the speaker's appeal to my feelings and emotions have on me as a receiver?

2. Observe a formal public speaking situation and comment on the following:

   a. Did the speaker respond to feedback by adjusting his message in any way?
   b. Did outside factors influence the reception of the receivers in any observable way?
   c. What specific examples of audience psychology did the speaker utilize?
   d. What emotional appeals did the speaker use? What reasons for his choosing them can you idenitfy?

SCA Guidelines for Minimal Competencies in Speaking and Listening for High School Graduates

II. Oral Message Evaluation. This set of skills involves the use of standards of appraisal to make judgements about oral messages or their effects.	A. Identify main ideas in messages.	Identify the task to be performed when given instructions orally.	Select main ideas when listening to political speeches.	Obtain main ideas and messages concerning health related news.
		Recognize performance standards for work assigned orally.	Identify key points in broadcast interviews with political candidates.	Identify main ideas in broadcast messages about tax return preparation.
		Recognize commitments, promises, threats, and commands.	Identify critical issues in trial testimony.	Identify main ideas in a contract agreement.
	B. Distinguish facts from opinions.	Obtain factual information about job opportunities.	Distinguish between facts and opinions in political speeches.	Distinguish facts from opinions in advertisements.
		Distinguish between facts and opinions in customer complaints.	Distinguish between evidence and opinion in testimony.	Distinguish facts from opinions with respect to effective illness treatment.
		Distinguish between facts and opinions in labor-management disputes.	Distinguish between fact and opinion in newscasts.	Distinguish facts from opinions regarding nutrition.
	C. Distinguish between informative and persuasive messages.	Distinguish between informative and persuasive messages in a job interview.	Identify when being subjected to propaganda.	Identify when being subjected to a sales presentation.
		Distinguish between informative and persuasive messages from a union organizer.	Distinguish between informative and persuasive messages of politicians.	Distinguish between informative and persuasive messages about purchasing on credit.
		Distinguish between informative and persuasive messages of management.	Distinguish between informative and persuasive messages of trial attorneys.	Distinguish between informative and persuasive messages about nonprescription drugs.
	D. Recognize when another does not understand your message.	Recognize lack of understanding in other employees.	Recognize when another doesn't understand your position on a public issue.	Recognize when another family member doesn't understand your instructions.
		Recognize when a job interviewer doesn't understand your explanation of your work experience.	Recognize when a public official doesn't understand your request.	Recognize when a doctor doesn't understand your description of your illness.
		Recognize when a customer doesn't understand your directions for product use.	Recognize when a judge does not understand your testimony.	Recognize when a salesperson doesn't understand your request.

BEST AVAILABLE COPY

Developing Communication Competence in Children: A Report of the Speech Communication Association's National Project on Speech Communication Competencies. Allen, R. R. and Brown, Kenneth L., ed. National Textbook Company, Skokie, Ill., 1977.

A

Objectives from the Questionnaire Study

The following objectives have been classified using the thirteen category system and the speech-act category system. The thirteen category labels (e.g., listening, small group) appear at the center of the page, while the speech-act categories are indicated by the letters in column two (i.e., C = controlling, I = informing, IM = imagining, F = feeling, and R = ritualizing). The first column, labeled "grade level origin," refers to the grade level taught by the respondent who provided the objective except in the case of 12th grade. The 12th grade objectives were provided by college/university teachers. The last column, labeled "mean importance," refers to the mean on a seven-point scale (7 = very important, 1 = very unimportant), i.e., the rating that each objective received in questionnaire two.

Grade Level Origin	Speech Act Category	Instructional Objective	Mean Importance
K	I	Listen effectively.	6.7
K	R	Listen courteously.	6.6
K	R	Listen tolerantly.	5.7
1	C	Listen to and follow directions.	6.7
1	I	Listen to opposing views.	6.1
1	I	Listen to others outside own sphere of experience.	6.0
1	I	Identify barriers to effective listening.	4.6
6	I	Employ critical listening skills.	6.4
6	I	Listen to others objectively.	6.2
6	I	Identify various reasons for listening.	5.4
		SMALL GROUP	
K	I	Remain on discussion topic.	6.3
K	R	Discuss without monopolizing.	6.1
K	R	Discuss without interrupting others.	6.1
K	R	Cooperate with group members.	5.8
K	C	Lead a group.	3.8
1	C	Encourage others to participate in group.	5.7
1	I	Summarize group discussion.	4.7
1	C	Select a topic for discussion.	4.0
3	R	Work constructively with others toward a goal.	6.1
3	I	Evaluate own discussions.	6.0
3	I	Identify leadership qualities in others.	5.8
3	R	Respect the leader of a group.	5.8
3	C	Accept group decision.	5.7
3	I	State discussion topic.	5.7
6	I	State purposes and goals of group.	6.2
6	C	Ask questions to encourage participation.	5.8
6	I	Identify the purposes of small groups.	5.7
10	I	State own role in group.	6.1
10	I	State the need for effective leadership.	5.8
10	I	Describe small group processes.	5.4

Grade Level Origin	Speech Act Category	Instructional Objective	Mean Importance
10	I	Identify various roles and role interactions in group.	5.1
10	C	Lead different types of discussions.	5.1
10	I	Identify effects of setting on the group.	5.1
10	I	Use different types of discussion formats.	4.9
10	C	Use a variety of leadership styles.	4.8
12	I	Identify shifts of mood within group.	5.9
12	I	Present ideas even when counter to majority.	5.9
12	I	Identify social and emotional needs of groups.	5.8
12	I	Identify useful and nonuseful conformity.	5.7
12	I	Identify influence of conformity on risk taking.	5.6
12	I	Describe self needs and interests despite group pressures.	5.6
12	C	Reward others' contributions.	5.6
12	C	Execute minimal leadership functions.	5.4
12	I	State needs that group members satisfy.	5.4
12	I	Describe the development of a topic.	5.3
12	I	State effects of seating arrangement on group.	5.2
12	I	Identify personal and group goals.	5.2
12	I	State criteria to evaluate group communication.	5.2
12	I	State a problem in discussable form.	5.1
12	I	Describe relationship between cohesiveness and productivity.	4.8
12	I	Prepare research for group task function.	4.6
		PROCESSING INFORMATION	
K	I	Retell a story in proper sequence.	6.7
K	I	Identify similar ideas.	6.4
K	I	Identify sequence of ideas in a story.	6.3
K	I	Ask questions when one does not understand.	6.3
1	I	Recall information accurately.	5.9

Grade Level Origin	Speech Act Category	Instructional Objective	Mean Importance
1	I	Identify incorrect speech sounds.	5.8
3	I	Organize information.	6.3
3	I	Identify barriers to effective communication.	6.1
3	I	State information accurately.	5.4
3	I	Identify nonfiction.	5.2
3	I	Identify propaganda.	5.2
3	I	Paraphrase another's message.	4.7
6	I	Exchange ideas and opinions in an objective way.	6.4
6	I	Summarize ideas.	6.0
6	I	Identify a speaker's message.	5.9
10	I	Do not judge prematurely.	6.1
10	I	Identify source of communication breakdown.	6.1
10	I	Identify communication breakdowns.	6.0
10	I	Describe logical method of reaching a conclusion.	6.0
10	I	State position in light of new information.	5.8
10	I	Accept factual information.	5.8
10	I	Use various information seeking methods.	5.7
12	I	Separate ideas from personalities.	6.2
12	I	Describe points of agreement and disagreement.	5.8
12	I	Identify inconsistencies in verbal and nonverbal.	5.7
12	I	Research a topic.	5.7
12	I	Describe the gatekeeper concept.	5.6
12	I	Understand principles of cognitive consistency.	5.4
		NONVERBAL	
K	C	Use nonverbals effectively.	5.6
1	I	Identify nonverbal cues.	5.9
1	R	Use eye contact with group.	5.7
6	IM	Pantomime.	4.4

Grade Level Origin	Speech Act Category	Instructional Objective	Mean Importance
10	I	Describe nonverbal impact on communication.	5.8
12	I/C	Identify and control sources of nonverbals.	5.3
12	F	Identify negative nonverbals in self.	5.0
12	IM	Use effective body control.	5.0
		PROBLEM SOLVING	
3	I	Seek accurate information.	5.9
3	C	Solve problems.	5.9
3	I	State one's position logically.	5.6
10	I	Evaluate solutions to a problem.	6.2
10	C	Use reflective thinking to solve problems.	5.8
12	I	Identify barriers to problem solving.	5.9
12	I	Describe components of problem solving.	5.6
12	C	Use decision-making strategies.	5.3
		CONFLICT	
1	C	Settle differences without physical action.	6.3
3	R	Disagree without losing temper.	6.4
3	R	Do not shout while arguing.	5.6
6	R	Express conflicting opinions courteously.	5.9
12	C	Resolve conflict situations effectively.	6.2
12	I	Identify means of resolving conflict.	5.8
12	C	Compromise.	5.1
12	I	Identify interpersonal conflicts.	4.8
		MASS COMMUNICATION	
K	I	Choose media programs selectively.	6.0
K	F	State feelings about programs viewed.	5.4
K	I	State the purpose of various media messages.	5.4
K	F	Describe television programs in terms of values.	5.1
K	I	Use educational television to acquire knowledge.	4.8

Grade Level Origin	Speech Act Category	Instructional Objective	Mean Importance
K	I	Describe information given in television commercials.	3.8
1	I	Identify fact and fantasy in television.	5.7
1	I	Identify advertising techniques.	4.8
1	I	Describe basic functions of mass media.	4.0
1	I	Identify educational and entertainment media presentations.	4.0
1	I	Identify various media forms.	3.7
3	I	Describe different types of media.	5.6
3	I	Identify persuasive techniques in commercials.	5.3
3	I	Discuss slots of television programs.	5.0
3	I	Conduct research on various media.	4.8
6	I	Identify slanted news reporting.	5.6
6	I	Identify advantages and disadvantages of media.	5.1
6	I	Describe standards and criteria for evaluating mass media messages.	5.1
6	I	Write critical reviews of mass media.	3.9
*10	I	Describe the validity of information received from mass media.	6.2
*10	I	Identify various appeals used in mass media.	5.8
*10	I	Identify prejudices and biases in media.	5.7
*10	I	Identify fallacies in advertising.	5.5
10	I	Adapt message to medium.	5.3
10	I	Identify how media influence individual lives.	5.3
10	I	Describe effect of media on society.	5.3
10	I	Describe various methods of advertising.	4.9
10	I	Describe effectiveness of various media.	4.3
10	I	Describe public rights and responsibilities of media.	4.4
10	I	Describe relationship between local and network units.	3.6
10	I	Identify influences of mass media.	5.3
*12	C	Use critical skills as a media consumer.	6.3
12	I	Use media objectively.	6.3

Grade Level Origin	Speech Act Category	Instructional Objective	Mean Importance
12	I	Adapt voice to medium.	6.0
12	I	Describe the effect of mass communication.	5.9
*12	I	Identify persuasive techniques in various media.	5.7
*12	I	Identify social and political persuasion.	5.6
12	I	Describe how citizens can affect media.	5.6
*12	I	State criteria to evaluate forms of social control.	5.3
12	I	Describe social forces that affect mass media.	5.2
12	I	Describe feedback in mass media.	5.1
12	I	Describe how First Amendment affects content of media.	5.1
12	I	Identify relationship between mass media and other forms of communication.	5.0
12	I	Prepare several types of messages for one medium.	4.9
12	I	State how information is selected and packaged by mass media.	4.8
12	I	Use a PA system effectively.	4.8
12	I	Identify limitations and potentials of media.	4.8
12	I	Compare news reporting among various media.	4.7
12	I	State concept of overload in the media.	4.6
12	I	Describe various support structures behind media.	4.5
12	I	Describe influence of FCC on broadcast regulations.	4.5
12	I	Describe how self-regulation works in each medium.	4.4
12	I	Describe success potential of TV show or film.	4.3
12	I	Use basic technical skills.	4.2
12	I	Design feedback check for one medium.	4.0
12	I	Describe technological procedures for one medium.	3.4

Grade Level Origin	Speech Act Category	Instructional Objective	Mean Importance
		FEEDBACK	
3	C	Accept and give constructive criticism.	6.2
3	I	Question speaker on his message.	5.2
6	I	Answer questions about message.	5.8
10	I	Describe feedback process.	5.9
12	C	Generate feedback in others to determine understanding.	6.1
12	R	State evaluative feedback in sensitive manner.	6.1
12	C	Use audience feedback.	6.0
12	C	Accept negative feedback from others.	5.8
		PUBLIC SPEAKING	
K	I	Use basic principles of organization.	5.1
1	I	Identify speaker's persuasive technique.	5.1
3	I	Identify barriers to effective speaking.	6.0
3	C	Gain attention of receivers.	5.7
3	R	Use suitable posture.	5.7
6	I	Use sources of information.	6.2
6	C	Demonstrate effective delivery.	6.0
6	I	State relevant information.	5.2
6	R	Demonstrate poise before a group.	5.2
10	I	Select appropriate topic for an audience.	6.3
10	C	Appear as a credible source.	6.2
10	I	Use evidence and supporting materials effectively.	6.1
10	I	Describe source credibility.	5.7
10	I	Present a speech using notes.	5.3
10	R	Present a speech within time limits.	5.1
10	I	Speak using extemporaneous, impromptu, and manuscript styles.	4.7
12	I	State ideas clearly to audience.	6.3
12	I	Describe the role of persuasion in society.	6.1
12	I	Describe the ethical responsibility of a speaker.	5.9

Grade Level Origin	Speech Act Category	Instructional Objective	Mean Importance
12	C	Use persuasive evidence.	5.8
12	C	Analyze audience.	5.8
12	C	Speak for various purposes.	5.4
12	I	State purposes and functions of public communication.	5.3
12	I	Prepare three different introductions to same speech.	3.4
12	I	Prepare three different conclusions to same speech.	3.1
		VERBAL EXPRESSION	
K	I	State an idea.	7.0
K	F	Describe experiences to others.	6.4
K	F	Verbalize one's feelings.	6.4
K	I	Describe information to others.	6.4
K	R	Speak in appropriate language style (e.g., vocabulary) for the occasion.	6.1
K	I	Speak in complete sentences.	6.1
K	IM	Describe a fantasy or tell a story.	6.0
1	F	Describe emotional and physical needs.	6.2
1	I	Mentally prepare thoughts before speaking.	5.9
1	I	Communicate "I don't understand" through verbal or nonverbal.	5.9
1	I	Imitate sounds.	5.7
1	C	State directions.	5.5
3	R	Pronounce correctly.	6.1
3	R	Speak audibly.	6.1
3	I	State ideas logically and clearly.	6.0
3	R	Speak at correct rate.	5.9
3	C	Use effective voice control.	5.9
3	C	Respond appropriately to messages.	5.6
3	IM	Narrate with skill.	5.6
3	IM	Recite poetry or prose.	4.3
6	I	State intended meaning.	6.2
6	I	Use visual aids effectively.	5.2
6	IM	Use analogies.	4.7

Grade Level Origin	Speech Act Category	Instructional Objective	Mean Importance
10	I	Identify different language styles.	6.1
12	I	Encode consistent verbal and nonverbal messages.	5.9
12	I	State ideas in several ways for clarity.	5.8
12	I	State both sides of an issue objectively.	5.5
12	I	Describe the process of communication.	5.5
12	I	Describe one's own communication patterns.	5.3
12	R	Speak in natural conversational style.	5.3
		MESSAGE ANALYSIS	
K	I	Analyze material presented to them.	6.1
K	I	Identify main points of a message.	6.0
3	I	State differences between fact and opinion.	6.1
3	I	Identify source's purposes.	5.6
3	I	Evaluate what is presented.	5.6
6	I	State differences between fact and assumption.	6.2
6	I	Identify order and sequence.	6.1
6	I	Identify critical issues in a message.	6.0
6	I	Identify validity of information.	5.6
#10	I	Identify source bias.	6.3
10	I	State differences between denotative and connotative meanings.	5.6
#10	I	Describe method for critical analysis of messages.	5.3
#12	I	Analyze others' reasoning objectively.	6.3
12	I	Be critical and sensitive to messages.	5.9
#12	I	Identify own biases when evaluating.	5.9
#12	I	State differences among intent, content, and effect.	5.9
#12	I	Identify use or absence of logical argument.	5.9
#12	I	Describe inferences of speaker.	5.8
#12	I	Analyze and evaluate persuasive strategies.	5.8

Grade Level Origin	Speech Act Category	Instructional Objective	Mean Importance
12	I	Analyze own and others' reasoning.	5.8
#12	I	Identify biased presentations.	5.6
12	I	Describe the effects of semantic problems.	5.5
#12	I	Identify fallacies in arguments.	5.4
12	I	Identify each discussant's position on issue.	5.3
#12	C	Identify and describe criteria for all major verbalized judgments.	5.0
#12	I	Describe differences between affective and rational language.	5.0
		PERSONAL GROWTH	
K	F	Accept others as they are.	5.4
K	IM	Identify with characters in a story.	5.3
K	IM	Role play appropriately.	4.7
K	F	Disclose self.	4.1
1	F	Accept failure.	6.0
1	F	Identify situations appropriate for self disclosure.	4.3
3	F	Develop positive self concept.	6.6
3	C	Make decisions.	5.4
6	F	Increase self awareness through others.	6.4
6	F	Admit a mistake.	6.1
6	I	Describe social responsibility.	5.6
6	R	Use leisure time well.	4.9
6	F	State value judgments.	4.9
10	I	Identify relationship between self concept and communication.	6.3
10	C	Control emotions.	5.5
10	I	Describe relationship between self values and group values.	5.3
12	C	Accept consequences of own behavior.	6.4
12	F	Demonstrate self awareness and self acceptance.	6.0
12	C	Accept new ideas.	6.0
12	I	Describe one's personal beliefs.	5.7

Grade Level Origin	Speech Act Category	Instructional Objective	Mean Importance
12	C	Help others clarify statements.	5.5
12	I	Identify images that one projects.	5.4
12	I	Identify sources of self concept.	5.2
12	C	Demonstrate flexibility.	5.1
12	F	Respond to aesthetics.	4.5
12	C	Accept validity of other's comments.	4.4
12	I	Describe three different interpretations of monologue on self.	3.4
		INTERPERSONAL	
K	R	Engage in conversation.	6.6
K	R	Talk with an adult.	6.3
K	R	Converse without self-consciousness.	6.3
K	I	Discuss differences in opinion.	6.1
K	F	Verbalize concern for others.	5.8
K	R	Respect others' views and opinions.	5.8
1	F	Talk honestly and openly with others.	6.3
1	F	Verbalize concern for others' views.	6.1
1	I	Describe responsibility of source and receiver.	4.8
3	F	Accept others.	6.5
3	F	Demonstrate understanding for those who are communicatively handicapped.	6.1
3	I	Provide and seek opinions.	5.6
3	C	Use simple parliamentary procedure.	5.3
6	F	Respect the worth of individuals.	6.7
6	C	Encourage freedom of expression.	6.4
6	F	Describe others' needs.	6.4
6	I	Question a speaker courteously.	6.2
6	F	Demonstrate sympathy and understanding of self and others.	6.2
6	R	Demonstrate give and take conversation.	6.1
6	I	State importance of ideas and attitudes.	6.0
6	F	Accept individual differences.	5.4
6	I	Identify lines of interaction.	5.4
6	I	Telephone effectively to seek help.	5.3
6	I	Write an effective letter to an editor.	4.3

Grade Level Origin	Speech Act Category	Instructional Objective	Mean Importance
10	I	Identify ways to improve own interpersonal relationships.	6.4
10	F	Accept others' self disclosure without evaluation.	6.3
10	I	Describe significance of emotions on communication.	5.9
10	I	State own views without imposing them.	5.8
10	I	Identify factors that influence interpersonal communication.	5.6
12	I	Realize meanings are in people.	6.5
12	I	Describe effects of one's own communication.	6.3
12	I	Describe implications and role of image.	6.0
12	R	Use socially facilitating forms of comunication.	6.0
12	I	Predict others' reactions to messages.	5.8
12	F	Identify and cope with defensive reactions.	5.8
12	I	Describe and use interpersonal ethics.	5.7
12	I	Describe factors that affect perception.	5.7
12	I	Describe the symbolic nature of language.	5.5
12	I	Identify sources and cues of defensiveness.	5.5
12	I	State reasons for changing opinion.	5.5
12	I	Describe the impact of power and status.	5.5
#12	I	Identify typical receiver expectations in standard settings.	5.5
12	I	Describe how trust relates to communication.	5.4
12	I	State the relation of self concept to interaction.	5.4
12	I	Identify different communication purposes.	5.4
12	C	Shift to successive new topic.	5.2
#12	I	Describe relationship between logical and emotional behavior.	5.1
12	R	Identify leave-taking cues.	5.1

Grade Level Origin	Speech Act Category	Instructional Objective	Mean Importance
12	C	Interview effectively.	5.1
12	F	State attitudes to parents.	5.0
12	I	Use open-ended and closed questions appropriately.	5.0
12	F	Identify emotions through verbal and nonverbal.	5.0
12	I	Describe concept of two-step flow.	4.9
12	I	State the principles of reinforcement.	4.6
12	I	Identify relationships between self assurement and communication.	4.5
12	I	Define dyadic communication.	4.4
12	R	Initiate conversation with stranger and identify common interests.	4.4
12	I	Identify level of interaction power.	4.2
12	I	Describe basic polling procedures.	3.8